

Chipmunks Nursery OSC Ltd



Windmill Primary School & Early Years Centre, Beaconsfield, Brookside, TELFORD, Shropshire, TF3 1LG

Inspection date 2 February 2017
Previous inspection date 20 June 2016

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children who speak English as an additional language do not have opportunities to develop and use their home language during their time in the nursery.
- Arrangements are not in place to ensure the required progress check for children aged between two and three years is completed.
- At times, staff in the pre-school room do not organise and manage daily routines effectively. For example, children wait around for too long unoccupied while staff prepare for the departure of children who leave at the end of the session and mealtimes.
- Assessments of staff practice do not always focus precisely enough on identifying how they can raise the quality of teaching to become consistently good.

It has the following strengths

- Children enjoy and benefit from regular opportunities to play outdoors where staff help them to develop their physical skills and be active.
- Staff have developed strong bonds with their key children. They notice when children are becoming tired or hungry, and respond to them quickly and effectively.
- Parents are complimentary about the nursery and comment that they appreciate the tips and ideas they receive to help them, in order to continue their children's learning at home.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ provide opportunities for children to develop and use their home language in their play and learning during their time in the nursery	24/02/2017
■ ensure the required progress check for children aged between two and three years is carried out and provide parents with a short written summary of their child's development in the prime areas.	24/02/2017

To further improve the quality of the early years provision the provider should:

- review the organisation of daily routines and consider ways to minimise children's waiting times so that children remain interested and occupied at all times and are not left waiting unnecessarily
- evaluate more precisely how staff can build on their teaching skills to help raise the standard to a consistently good level throughout the nursery.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the registered person and deputy manager. She spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a range of documentation, such as accident and attendance records. She discussed the nursery's self-evaluation with the registered person.
- The inspector checked evidence of staff's suitability, qualifications and training.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Karen Laycock

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has not ensured that staff are aware of the requirement to carry out the progress check for children aged between two and three years. The manager carries out staff supervision meetings. However, these arrangements are not effective enough to identify weaknesses in staff practice and ensure that all children benefit from a consistently good level of teaching. Safeguarding is effective. The manager and staff have a good knowledge of the potential signs of abuse. They know when and where to refer any child protection concerns they may have about a child. The manager has robust recruitment procedures to help to ensure that all staff are suitable to work with children.

Quality of teaching, learning and assessment requires improvement

Activities in the pre-school are not planned effectively to meet the needs of the children. During group story time, children attempt to offer suggestions and opinions. They are told to be quiet and listen. This does not promote their communication, language and imaginative skills or show that their input into their own learning is valued. As the activity continues, children become bored and restless. Five children are provided with one pen and a piece of paper to use to take turns to practise their writing skills. Children become bored waiting for their turn and leave the table. Some become frustrated that others are writing on their work. In contrast, children in the mini pre-school room benefit from good teaching skills. Skilled staff encourage them to retell their favourite story. Children are fully engaged, extremely motivated and excited. They work as a team, recalling the story, repeating refrains and acting out the parts of the characters. Elsewhere, babies giggle and engage with staff as they enjoy music sessions. Staff show them how to use resources in different ways. For example, they teach them how to build with blocks and how to bang them together to make sounds. Staff working with children, between the ages of two and three years, engage them well through effective interaction. Children enjoy a good variety of interesting and stimulating activities, and freely make their own play choices. Staff enthusiastically join in their play and encourage interesting conversations to promote their language skills. Staff help children to learn to count and recognise shapes as they eagerly explore and investigate sensory resources.

Personal development, behaviour and welfare require improvement

Staff do not provide opportunities for children who speak English as an additional language to use their home language during play and routines. This does not help all children to respect other cultures and to value each other's differences and similarities. In the pre-school room, children become restless and bored as they wait too long unoccupied while staff manage daily routines. Staff set clear boundaries, and ensure that children are kind to one another and play cooperatively. Children generally behave well.

Outcomes for children require improvement

Not all children make good progress. However, they do steadily develop some skills needed for their move on to school. Children demonstrate their developing independence skills. Babies are learning to feed themselves and older children put on their own coats and shoes.

Setting details

Unique reference number	EY417939
Local authority	Telford & Wrekin
Inspection number	1055332
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	105
Number of children on roll	217
Name of registered person	Chipmunks Nursery OSC Limited
Registered person unique reference number	RP905547
Date of previous inspection	20 June 2016
Telephone number	01952 567101

Chipmunks Nursery OSC Ltd was registered in 2010. The nursery employs 25 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 up to level 6, including one with early years teacher status. The nursery opens from Monday to Friday for 51 weeks. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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